**Subject area/course**: ELA

**Grade level/band**: Kindergarten

**Task source**: New Hampshire Task Bank; Author: Jennifer Manning

**Snow Person Story**

**TEACHER'S GUIDE**

1. **Task overview**:

Students, with guidance and support from adults, will create a story on building a snow person with story elements (e.g., character, setting, sequencing, major events) or a story about something a snow person does.

1. **Aligned standards:**
2. **Primary Common Core State Standards**

**CCSS.W.K.7:** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**CCSS.W.K.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**CCSS.RL.K.3:** With prompting and support, identify characters, settings, and major events in a story.

**CCSS.SL.K.4:** Describe familiar people, places, things and events and, with prompting and support, provide addition detail.

1. **Secondary Common Core State Standards (optional)**

**CCSS.RF.K.3:** Know and apply grade-level phonics and word analysis skills in decoding words.

**CCSS.L.K.1:** Demonstrate command of the conventions of standard English grammar and usage writing or speaking

1. **Critical abilities**

**Communication in Many Forms:** Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

**Interpersonal Interaction and Collaboration:** Develop a range of interpersonal skills, including the ability to work with others, to participate effectively in a range of conversations and collaborations.

1. **Other standards**

*New Hampshire Competencies:*

ELA 3: Analyze and critique texts or topics and support claims and reasoning with sufficient evidence for intended purpose and audience.

ELA 5: Effectively apply narrative strategies for variety of purposes and audiences.

ELA 7: Listen and view critically for variety of purposes.

ELA 8: Speak purposefully and effectively - strategically making decisions about content, language use, and discourse style.

1. **Time/schedule requirements:**

The assessment task should take about 1-2 weeks within a larger, approximately 2-month long assessment.

1. **Materials/resources:**
* Book: There Was a Cold Lady Who Swallowed Some Snow, by [Lucille Colandro](http://www.goodreads.com/author/show/19878.Lucille_Colandro), [Jared Lee](http://www.goodreads.com/author/show/91779.Jared_Lee) (Illustrator) (also on YouTube)
* Book: Snowmen at Night, by Caralyn Buehner and Mark Buehner (also on YouTube)
* Book: Snowmen at Work, by Caralyn Buehner and Mark Buehner (also on YouTube)
* Sequencing activities supported by visuals, such as videos of snowman/woman building
* Guided experience in making a real snowman/woman.
* Book: Snowballs, by Lois Ehlert (also on YouTube)
* Graphic organizers
1. **Prior knowledge:**

This can be a winter/mid-year project. Students will have read and discussed different stories. They will be familiar with literary conventions by identifying characters, setting and major events in stories about snowmen, snow and snowballs. Weather permitting, they will have had experience building a snowman/woman. They also will have had practice creating pictures that connect to the stories they are reading in class together.

1. **Connection to curriculum:**

None provided.

1. **Teacher instructions:**

 This is a two week assessment (see detailed instructions in Teaching/Learning Plan below).

* Day 1: Model how to create a story using one piece of information about snowman/snowwoman (s/he is cold to the touch), based on model stories above. While modeling, use setting, characters, and ending to create the story.
* Day 2: Using one piece of information, have students generate their own creative stories about snowmen/snowwomen, and verbalize a story aloud.
* Days 3 & 4: After each child has verbalized a story, provide them with a graphic organizer to help them organize story elements. Before writing, students create a series of pictures that tell the story and work on sequencing them, verbalizing transition words.Review graphic organizer with students prior to their independent writing. Consider using kinesthetic techniques, such as acting out the stories.
* Days 5 & 6: Have students begin independent writing. To get students started, provide them with a uniform beginning, such as "Once upon a time . . . ." During this writing activity, do not place emphasis on spelling. The focus should be on forming letters correctly and correct use of upper and lower case letters.
* Day 7: After independent writing, conference with each student about his/her story. This will provide an opportunity to teach spelling, sentence construction, etc.
* Days 8 & 9: After conferencing, students should revise their story, make corrections and submit a finished product.
* Day 10: Have story reading party where students share their stories with one another.
1. **Student support:**
* Different settings for students
* Dictated stories
* Sentence stems for ELL students

Possible additional formative assessments/supports:

* Story planner
* Partner share
* Conferencing
1. **Extensions or variations:**

The task is clearly intended for classrooms in climates where snow is a regular occurrence. Possibly students in other climates could view videos of snow activities, or the lesson could be adapted to focus on a more common warm-climate activity.

1. **Scoring:**

Student work can be scored using the Snowperson Story rubric.